TIPS MATH – MIDDLE GRADES

Student's Name:_____ Date: _____

TIPS: Action Fractions!

Dear Family Partner,

In math, we are **CHANGING FRACTIONS TO DECIMALS**. I hope you enjoy this activity with me. The assignment is due _____ .

Sincerely,

_____

I. LOOK THIS OVER: Explain this example to your family partner.

To change a fraction to a decimal, divide the denominator (bottom number) into the numerator (top number) by placing a decimal at the end of the numerator and adding zeros. Use the bar notation fo repeating numbers in the quotient. (See example 2.)

Examples: 1) $\frac{4}{5}$ $5\overline{)4.0}$ $.8$

2) $\frac{4}{6}$ $6\overline{)4.0}$ $.\overline{6}$

$3\ 6$

II. NOW, TRY THIS: Show your family partner how you do these examples.

1) $\frac{5}{8}$

2) $\frac{2}{9}$

III. PRACTICE SESSION: Complete these examples on your own. Show your work. Explain one example to your family partner.

1) $\frac{3}{5}$

2) $\frac{5}{9}$

*** CONTINUE YOUR WORK ON THE BACK OF THIS PAGE ***

WORK SPACE FOR PRACTICE

3) $\frac{7}{8}$

2) $\frac{4}{7}$

Show your family partner the examples that you have done. Can you find any patterns? If so, what are they?

IN THE REAL WORLD…

Work with your family partner to do this.

Using any measuring cups or spoons, change each fraction to a decimal. Show your work.

ANSWER TO "NOW, TRY THIS":

1) $\frac{5}{8}$

```
    .625
8 ) 5.000
    4 8
    ---
     20
     16
     --
      40
      40
```

2) $\frac{2}{9}$

```
    .2
9 ) 2.0
    1 8
    ---
      2
```

IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

Epstein, J.L., Salinas, K.C., Jackson, V., & Van Voohis, F.E. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

TIPS MATH – MIDDLE GRADES

Student's Name:_____ Date: _____

TIPS: Line It Up!

Dear Family Partner,

In math, we are **ADDING DECIMALS**. I hope you enjoy this activity with me. The assignment is due _____ .

Sincerely,

_____

I. LOOK THIS OVER:

Explain this example to your family partner.

Remember: To find the subtotal, you line up the decimals and add.

If a Big Mac is $2.50 and Fries are $.99

```
$ 2.50
+  .99
-------
$ 3.49 (Subtotal)
```

II. NOW, TRY THIS:

Show your family partner how you do this example.

Find the subtotal of this grocery bill

Little Debbie cakes — $1.9

2 Liter Coke — $1.2

Chips — $2.3 Subtotal _____

III. PRACTICE SESSION:

Complete these examples on your own. Show your work. Explain one example to your family partner.

1) 21.342 + 3.8 + 7.21 =

2) 40 + 2.708 + 482.1

IN THE REAL WORLD…

Work with your family partner to do this.

Using a recent store receipt from a family purchase, choose three items and find the subtotal.

	Item	$ Cost
1.		
2.		
3.		

Subtotal: _____

ANSWER TO "NOW, TRY THIS":

$ 1.99	Little Debbie Cakes
1.29	Coke
+ 2.39	Chips
$ 5.67	Subtotal

IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

Epstein, J.L., Salinas, K.C., Jackson, V., & Van Voohis, F.E. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

TIPS MATH – MIDDLE GRADES

Student's Name:_____ Date: _____

TIPS: Integers On A Roll!

Dear Family Partner,

In math, we are **ADDING INTEGERS** (positive and negative whole numbers). I hope you enjoy this activity with me. The assignment is due _____ .

Sincerely,

_____

I. LOOK THIS OVER: Explain this example to your family partner.

Remember: *1) To add positive integers, just add them together. The answer is positive.*

17 + 3 = 20

2) To add negative integers, just add them together. The answer is negative.

-3 + -2 = -5

3) To add positive and negative integers, you subtract. Take the sign of the "larger: integer.

8 + (-3) = 5 -7 + 4 = -3

II. NOW, TRY THIS: Show your family partner how you do these examples.

1) 20 + 18 + 43 = _____

2) -7 + 8 + -8 + 2 = _____

3) -15 + -16 + -24 = _____

III. PRACTICE SESSION: Play this game with your family partner.

1) Roll the die. The person with the higher number is Player 1.
2) Before Player 1 rolls, Player 2 calls out "positive" or "negative". Then, Player 1 rolls and records his roll on the paper. So, if Player 2 calls out "negative" and Player 1 rolls a five, Player 1 records "-5" on the paper.
3) Player 2 follows Step 2 as the game continues for three rounds.
4) The winne is the player whose final score is closer to zero.

Integer Challenge

Name: _____

Round 1: _____

Round 2: _____

Subtotal: _____

Round 3: _____

FINAL SCORE: _____

IN THE REAL WORLD…

Work with your family partner to do this.

Ask your family partner to tell you a "spending" story. You write the number sentence to represent the story.

ANSWER TO "NOW, TRY THIS":

1) 20 + 18 + 43 = 81

2) -7 + 8 + -8 + 2 = -5

3) -15 + -16 + -24 = -55

IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

Epstein, J.L., Salinas, K.C., Jackson, V., & Van Voohis, F.E. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

TIPS MATH – MIDDLE GRADES

Student's Name:_____ Date: _____

TIPS: Watch the Signs!

Dear Family Partner,

In math, we are working with **MULTIPLICATION OF INTEGERS**. I hope you enjoy this activity with me. The assignment is due _____ .

Sincerely,

_____

I. LOOK THIS OVER:

Explain this example to your family partner.

*Remember: If two integers have the **SAME** sign, their product is positive.*
*If two integers have **DIFFERENT** signs, their product is negative.*

$5 \times 9 = 45$ $5 \times -9 = -45$ $(-5) \times (-9) = 45$ $(-5) \cdot 9 = -45$

II. NOW, TRY THIS:

Show your family partner how you do these examples.

$9 \times 12 =$ _____ $-8(10) =$ _____

$(-4)(-4) =$ _____ $3(-6) =$ _____

III. PRACTICE SESSION:

Complete these examples on your own. Show your work. Explain one example to your family partner.

1) $3 \cdot (-4) \cdot 6 =$ _____

2) $9(-3)(5)(2)(-2) =$ _____

3) $(-2)(-2)(-2) =$ _____

4) $(-1)(-2)(3)(-4)(-5) =$ _____

*** CONTINUE YOUR WORK ON THE BACK OF THIS PAGE ***

WORK SPACE FOR PRACTICE

Notice that several negative integers have been multiplied together in the previous problems. Explain how to decide whether the final product is positive or negative. Give an example.

IN THE REAL WORLD…

Work with your family partner to do this.

1) Below ground is negative. For 3 days, oil drillers drill an average of 15 feet per day. Use multiplication with integers to solve this problem.

2) A submarine descended from the surface of the ocean at a rate of 70 feet per minute. Find the depth of the submarine after 14 minutes.

3) Using either football or temperature, write a problem which uses positive and negative in e-gers.

ANSWER TO "NOW, TRY THIS":

9 x 12 = 10

-8 (10) = -80

(-4) (-4) = 1

3 (-6) = -18

IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

Epstein, J.L., Salinas, K.C., Jackson, V., & Van Voohis, F.E. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

TIPS MATH – MIDDLE GRADES

Student's Name:_____ Date: _____

TIPS: I Know! I Know!

Dear Family Partner,

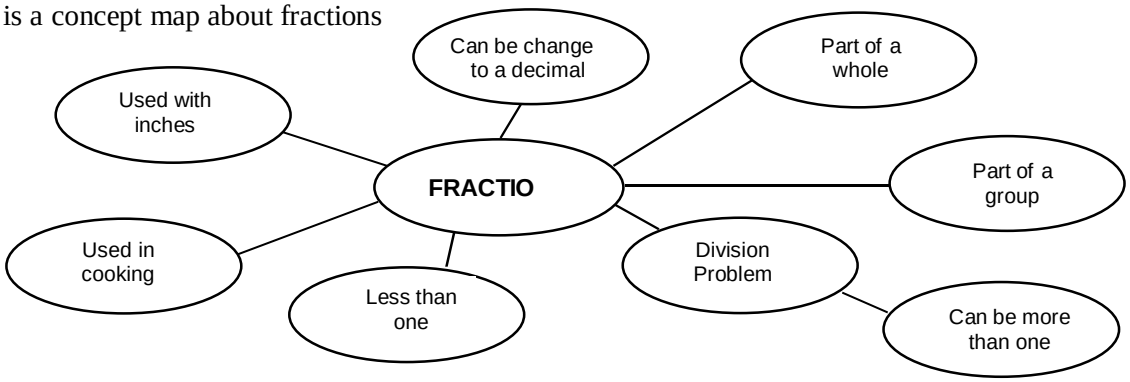
In math, we are studying **CONCEPTS — BASIC IDEAS ABOUT MATH**. I hope you enjoy this activity with me. The assignment is due _____ .

Sincerely,

_____

I. LOOK THIS OVER: Explain this example to your family partner.

Here is a concept map about fractions

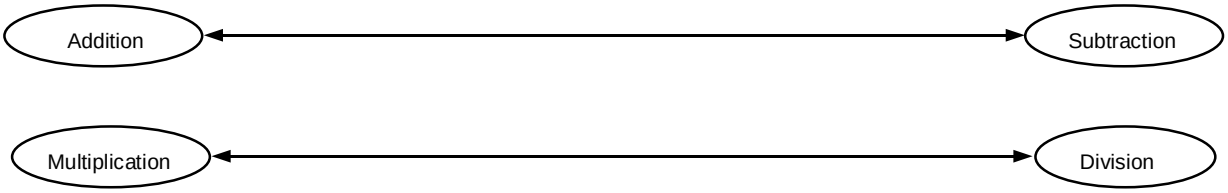


II. NOW, TRY THIS: Show your family partner how you do this example.

Make a concept map about inequalities. What are they? What do they mean? When are they used?

III. PRACTICE SECTION: Complete this example on your on. When you finish, explain it to your family partner.

Make a concept map which shows the relationship between addition and subtraction, then for mul i-plication and division. Use numerical examples to enhance your explanation.



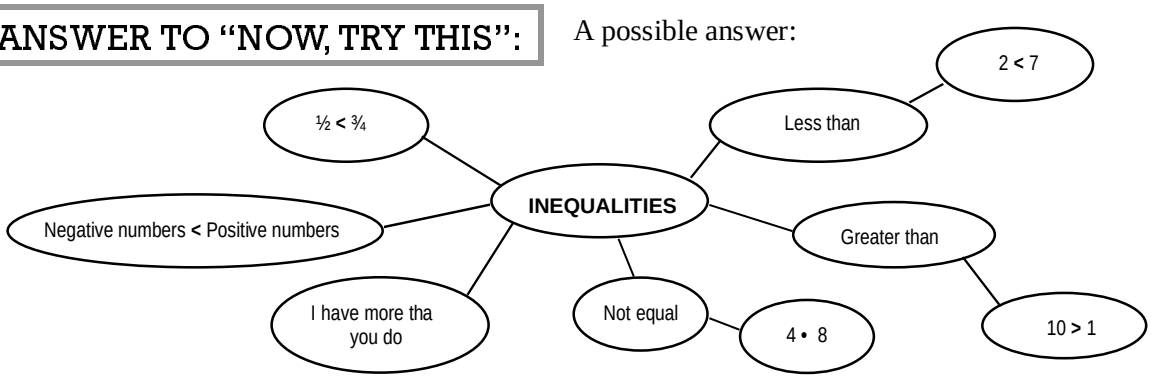
LET'S FIND OUT…

Work with your family partner to do this.

Make a concept map about decimals. Use explanations and examples

ANSWER TO "NOW, TRY THIS":

A possible answer:



IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

Epstein, J.L., Salinas, K.C., Jackson, V., & Van Voohis, F.E. (revised 2000). Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework for the Middle Grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.